

Clinical Experiences Handbook for Education Students

Undergraduate and Graduate Initial Certification Programs

2018-2019



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Table of Contents

- Overview
 - School of Education Mission
 - Guiding Principles
 - Professional Dispositions
 - Purpose of Clinical Experiences
- The Candidate Experience
 - Clinical Practice Partnership Schools
 - Contacting the School Based Educator
 - Orientation to the School
 - Guiding the Experience
 - Guidelines for Professional Conduct
 - Teacher Immersion Fellows Program
- Policies and Procedures
 - Expectations
 - Transportation
 - Special Circumstances
 - Completing the Experience
 - Applying to the Student Teaching Semester
 - Frequently Asked Questions
- Candidate Information - Undergraduate
 - Registration
 - Seminar Connections
 - Withdrawal / Termination
- Candidate Information - Graduate
 - Registration
 - Withdrawal / Termination
- New York State Certification Information
 - Testing and Certification
 - New York State Code of Ethics

Candidates,

Congratulations on reaching this important point in your journey to become a teacher. Like your coursework, your clinical experience in local schools is a vital part of your preparation. Working with students, teachers, administrators, parents, and others will help you develop the knowledge, skills, and dispositions necessary to become a professional educator.

Your work in the schools may present you with some new challenges. We are confident, however, that as a candidate in the School of Education, you will be able to deal with these challenges as they arise. Also, please know that you are not alone in your experience. Reach out to your clinical instructors and peers for help if you need it. You have the support of the faculty members, staff, and administrators in the School of Education.

This handbook is designed to guide you through your clinical experience. You should read it carefully before you visit your assigned clinical setting and you should consult it when you have a question. Your clinical instructor has a handbook as well. The handbook contains most of the information you need to successfully complete your clinical experiences. If you have any questions, comments, or suggestions about how we can better support you and other candidates, please do not hesitate to contact Allison Bosworth and/or me.

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Overview

School of Education Mission

The mission of the School of Education (SoE) at St. John Fisher College is to provide a quality educational experience that prepares professional educators for distinguished careers and leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities, and outcomes for all students.
- Prepare candidates who share the belief that all students can and will learn.
- Prepare candidates who understand educational theory, research, best practices, and the use of various technologies, and how to apply this knowledge in diverse school settings, and communities.
- Prepare candidates to meet college, State, and national standards, and the requirements for graduation and certification.

Guiding Principles

Teachers as **advocates** see human difference as an asset to learning.

Teachers as **theorists** derive meaning through intellectual and personal interactions.

Teachers as **practitioners** provide opportunities for all students to engage in learning.

Teachers as **researchers** utilize data to inform instruction.

Teachers as **leaders** have the capacity to recognize and not tolerate social inequities.

The Purpose of Clinical Experiences

Clinical experience provides you with opportunities to explore and reflect on your content, professional, and pedagogical knowledge and skills in a variety of classroom settings, in order to best evaluate your impact on student learning. You will work with high-quality teachers in area schools and have opportunities to work with students in meaningful ways. You will have opportunities to work with students from diverse backgrounds in a range of grade levels, putting theory learned as part of your coursework into practice in the classroom.

The Candidate Experience

All candidates will complete at least 150 hours of clinical experience in a variety of settings prior to student teaching. Candidates pursuing childhood level certification will work in classrooms in grades 1 – 3 and grades 4 – 6 as well as in an inclusive special education setting in grades 1 – 6. Candidates pursuing adolescence level certification will work in classrooms in grades 7 - 9 and grades 10 - 12 as well as in an inclusive special education setting in grades 7 - 12. While in clinical experiences candidates can expect to complete many tasks, including but not limited to helping with daily recordkeeping, preparing materials, grading papers, transitioning students, tutoring, working with small groups, teaching whole group lessons, reflecting on classroom management, helping at open houses and curriculum events, participating in subject/grade level meetings and professional development, creating bulletin boards and special projects. Candidates are encouraged to engage fully with the entire school community in order to get the most out of each experience.

Candidates are also exposed to diverse student populations including, but not limited to, students with various physical and mental abilities, students of different ages, and students from different cultural backgrounds.

Clinical Practice Partnership Schools

The Council on the Accreditation of Educator Preparation (CAEP), Standard 2 definition of clinical partnerships and practice states that, "The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development."

The New York State Education Department Clinical Practice Work Group recommends that educator preparation programs, in collaboration with the applicable entity(ies), including but not limited to schools, school districts/LEAs, school networks, and community-based organizations, shall establish, maintain, and review meaningful partnerships through memoranda of understanding or similar collaborative agreements for the purpose of systematically improving the preparation of teachers and the teaching and learning for all involved in collaborative clinical experiences.

The SoE is committed to working closely with several area schools collaborating on coursework, special projects, tutoring and building strong connections through clinical experiences. Candidates may enroll in classes that are taught in local schools and may also have a variety of experiences in one of our many partnership schools.

Contacting the School Based Educator (SBE) for Field Experiences

You will receive your placement information via an email from the Director of Clinical Experiences. You should email your School Based Educator (SBE) promptly. You may need to email or call a few times; if you do not get a response you need to inform the director. Here is some helpful information to get you started:

- Introduce yourself
- Explain who you are, what school you attend and why you are emailing or calling
- Thank the SBE for volunteering to work with you
- Include your telephone number and email address

Sample: “Hello, my name is Jane Smith and I am an Inclusive Childhood Education major contacting you from St. John Fisher College. Thank you very much for agreeing to mentor me. The purpose of my message is to set up a time for us to meet to discuss my clinical experience for this semester. You can reach me at 585.555.1234 or at abc01234@sjfc.edu. Thank you very much for your time, and I look forward to hearing from you soon.”

During your first communication you should exchange contact information, set up your first meeting and ask for any pertinent information regarding parking.

Orientation to the School

It is important to research the school before beginning so that you have an understanding about their community, their size, programs and mission. The website for both the district and the school will provide you with the necessary foundation of background information that you will need before your first meeting.

Guiding the Experience

It is important that you meet with the SBE meet at the beginning of the placement to design the field experience using the Field Experience Handbook and the evaluation form. During this first meeting, they should create a long-range plan for the experience and establish a set schedule to complete the hours and tasks required. This plan should be reviewed periodically for necessary modifications.

Candidates should consider the following topics/questions to help guide their experience and become comfortable in the school community:

- Introduce yourself to other faculty/staff members.
- When your schedule permits you should participate in parent nights, open houses and faculty, department, and committee meetings, etc.
- Offer to assist with other duties (bus, hallway supervision, lunch supervision, etc.)
- Ask your SBE if you can get a tour of the building. Students love to help!
- Read through school policies and procedures.
- Read through the Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, fire drills, school nurse procedures, universal precautions, etc.)
- Follow the district guidelines for confidential information (student records, parent conferences, Committee, Special Education (CSE) meetings)
- Review classroom policies and procedures.
- Discuss the classroom rules and management plan (discipline referral procedures).

- Discuss any Individualized Education Programs (IEPs) and 504 plans and their impact on classroom instruction with your SBE.
- Discuss any instructional resources you should be utilizing with the class.
- Use the appropriate instructional materials (text books, workbooks, and supplemental materials).
- Lesson plan expectations should be reviewed with your SBE. And be sure you know the contextual knowledge before lessons are taught.
- Discuss the general socioeconomic and cultural background of student population with your SBE.
- Participate in after-school student activities if possible.
- Inquire if there are any allergies or specific health/participation restrictions of any students that you need to be aware of.

Guidelines for Professional Conduct and Commitment

As representatives of the Ralph C. Wilson, Jr. School of Education at St. John Fisher College, candidates are expected to conduct themselves in a thoroughly professional, responsible, and reliable manner at all times. Candidates are guests in schools and are expected to maintain the same professional standards as all other faculty and staff. It is important that candidates strive to acquire and refine the personal qualities, knowledge, and standards of practicing professional educators.

Be Reliable and On Time: Before you begin a placement, carefully review the college and school calendars, along with your personal calendar, paying close attention to early dismissal and in-service days, holiday closings, field trip and testing days, as well as college vacations. You should be prepared with a list of dates and times to share with your SBE that you intend to be in the classroom. Once your schedule is established it is critical that you follow through and are always on time.

Absences and Tardiness: All absences and late arrivals must be discussed with the SBE. You are expected to commit to the schedule set at the beginning of the experience. If absence or late arrival must occur due to illness or an emergency, you must notify the SBE as soon as possible, prior to the established time you are expected to be in the classroom. *Excessive absences or tardiness may also cause the clinical experience to be extended or terminated due to lack of professionalism.*

Dress Professionally: Dress codes differ slightly from school to school, but candidates should always wear professional-looking attire. Men should wear a dress shirt, tie, socks, dress shoes, and slacks. Jeans, shorts, t-shirts, sneakers, and hats are not acceptable. Women should wear dress pants, suit or dress. Jeans, see-through shirts, mini-skirts, shorts, and bare midriffs are not acceptable. Wearing nice Fisher gear on dress down days is permissible.

Practice Professional Dispositions: It is important that you remain discreet about aspects of your personal life or habits that are not appropriate to discuss with children. Be aware of giving out information that might reflect unfavorably. It is easy, for example, to fall into the trap of thinking that sharing college exploits make you look cool to kids or staff, but the school is not the place to discuss a social life or personal experiences. You should turn off your cell phones while at school. Time in the school should focus on the teaching experience. Students may ask to friend or follow you. We discourage any communication like that while you are in clinical experiences. Some students, teachers

and administrators will seek out information about you on the web, so be aware of what is available after a search.

Maintain a Professional Relationship with Students: You are not in the school to be a friend or confidant to students. You can be friendly, concerned, and approachable without being “one of the gang.” Take great care in any gifts or rewards you may want to offer to students. Sometimes small rewards are appropriate, but always check with the SBE before offering them.

Touch is one of the most basic of human needs, but if you deliberately come into physical contact with students—even in the most innocent of contexts—it may put you at risk. Follow these suggestions and use good judgement:

- Do not meet with students alone in a closed setting. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries. Everyone’s boundaries are different.
- Avoid physical horseplay with students. Do not engage in roughhousing, wrestling, tickling, or other physical play. Do not let students sit on your lap.
- Do not meet with students in non-school settings.
- Never use physical force to punish a student.

Teacher Immersion Fellows Program

Participate in the Teacher Immersion Fellows Program as you progress through your studies. This is a unique partnership that offers candidates the opportunity to gain classroom experience while substitute teaching in local districts. Get paid while gaining experience! This is a great fit for a graduate student’s schedule but may also be applicable to undergraduates with at least one full day free of classes. See the director of Clinical Experiences for more information. You can also visit this website

<http://www.monroe2boces.org/TeacherImmersionFellowsProgram.aspx>

Policies and Procedures

Expectations

During all of your clinical experiences you are expected to:

1. Report to the main office each and every time you enter the building.
2. Ensure that the SBE has a folder with the handbook, evaluation, timesheet and letter from the SoE.
3. Create a mutually agreed upon schedule with the SBE for the full semester.
4. Arrive promptly on all of your scheduled days and stick to the schedule agreement.
5. Review the evaluation and requirements with the SBE to make a plan for the semester.
6. Discuss your goals and progress regularly with your SBE.
7. Become familiar with the building and all emergency procedures.
8. Be active and proactive in the classroom to learn and experience as much as possible.
9. Be open-minded and inquisitive.

10. Demonstrate dispositions, behaviors and social skills that reflect professionalism and good moral character.
11. Know, understand, and appreciate diversity, and demonstrate this by creating learning experiences that honor diversity.
12. Foster collaborative relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
13. Be prompt, reliable, courteous, and professionally dressed.
14. Develop constructive relations with the SBE, administration, faculty, staff, parents, and students.
15. Seek and implement constructive criticism and suggestions from the SBE and others in the school community.
16. Contact the Director of Clinical Experiences if there are any concerns regarding the placement, the school, or the SBE.
17. Understand and comply with all requirements, responsibilities, and expectations outlined in this handbook.
18. Return the completed and signed time sheet to the Office of Clinical Experiences no later than the last day of finals in the semester.
19. During student teaching, you are expected to follow the school calendar of your host school, not the SJFC calendar. The only SJFC dates you will adhere to are that you will begin student teaching on the first day of SJFC classes and will complete the experience the last Friday of finals week.

Transportation

All candidates are responsible for making their own travel arrangements to and from clinical experience sites. If you need to be on a bus line or are planning to car-pool it is imperative that you communicate with the Director prior to the semester beginning.

Completing the Clinical Field Experience

You are required to complete at least 50 hours during each clinical experience. It is recommended that you spend as much time as possible at your site in order to gain as much experience and knowledge as possible. You should meet with your SBE at the end of the experience to review the online evaluation. This conversation is important in helping you identify your strengths and weaknesses to help you grow in the profession. You will also need to return the timesheet to RCW 204 prior to the last Friday of finals week.

Applying to the Student Teaching Semester

Student teaching is a semester long experience of full-time teaching. You will be expected to integrate the knowledge, skills and dispositions acquired in your program as you connect theory and practice and become novice teachers. As candidates you will be exposed to diverse student populations including, but not limited to, students with various physical and mental abilities, students of different ages, and students from different cultural backgrounds.

Candidates are placed in the grade levels and subject areas for which they are seeking certification.

- Childhood/Special Education candidates will be placed in any grade 1 – 6; preferably in an inclusive setting.
- Adolescence candidates will be placed in their content area in any grade 7 - 12; preferably in an inclusive setting.
- All candidates will complete a required set of special education experiences in their school setting.

Candidates are required to attend an information session the semester prior. At the session you will be provided with the application and recommendation requirements. You are also required to submit a professional resume. Assistance with the resume can be found at the Career Center and at <https://www.sjfc.edu/student-life/career-exploration/students/career-resources/>

Frequently Asked Questions @ Clinical Field Experiences

Can I get my own placement?

No, school districts have implemented specific policies and do not want to be contacted by individual students. The Office of Clinical Experience will secure all candidate placements.

Can I be placed at a school that my child attends or where someone in my family works?

No, we do not place candidates in schools where a family member is a student, staff or faculty member.

Can I be placed at a school that I attended?

No, we do not place candidates back in schools they attended.

I have concerns about my SBE or school, what do I do?

Contact the Director of Clinical Experiences as soon as possible.

I am having trouble getting to my school and am unsure of meeting the required hours.

Contact the Director of Clinical Experiences as soon as possible.

May I be a substitute teacher in my placement?

A candidate must not accept compensation or be used as a replacement for a certified teacher. A clinical experience candidate may not be used as a substitute teacher during the hours they are completing their experience. The candidate may be in the classroom and teach in the absence of the SBE if there is a substitute teacher in the room.

Withdrawal and Termination

If a candidate withdraws voluntarily during his or her clinical experience, he or she must:

- Report the withdrawal in writing to the Director of Clinical the same day of the withdrawal.
- Make an appointment to meet with the Director within one week of the withdrawal to review the circumstances and discuss next steps.
- When a candidate withdraws from his or her clinical experience after the assignment has begun, it is the candidate's responsibility to drop the course via the college registration system.
- A candidate wishing to be reinstated after withdrawing from a clinical experience must file a written request with the Director. The Director will review the circumstances to determine if the candidate should be considered for reinstatement or dismissal from the program.
- If the candidate is considered for reinstatement, when appropriate, a plan of improvement for the candidate will be formulated by the Director their advisor and the Program Director and signed by the candidate. The plan will include, but not be limited to, the strategies to address

any deficient areas and the outcomes and timelines that must be adhered prior to and/or during the next clinical experience placement.

- If the candidate is not reinstated and chooses to appeal the decision, he/she must follow the SJFC process for appealing a grade.

In some circumstances, a candidate may need to be removed from a student teaching placement. Situations for removal may include, but are not limited to:

- The appropriate school authority, for just and explained reasons, requests that the candidate be removed.
- The College Supervisor believes circumstances prevent the development of a satisfactory learning environment for the students.
- The candidate has exhibited unethical behavior.
- A decision has been reached and documented that the candidate cannot receive a satisfactory grade due to a failure to satisfactorily perform teaching duties or failure to comply with the established rules and requirements for student teaching.
- If a candidate is removed and chooses to appeal the decision, he/she must submit a written statement of appeal to the Director within two weeks of the decision. The candidate's appeal statement must include the basis for the appeal and detailed rationale supporting his/her request. The appeal will be reviewed and considered by a committee comprised of the Director, the Department Chair, the College Supervisor, and, if appropriate, the advisor. The committee will render a decision that will be transmitted in writing from the Director to the candidate. If the candidate's appeal is approved, a plan of improvement for the candidate will be formulated by the Director with the Department Chair and signed off by the candidate. The plan will include, but not be limited to, the strategies to address any deficient areas, and the outcomes and timelines that must be addressed prior to and/or during the next student teaching placement. If the candidate's appeal is not approved and he/she wants to appeal the committee's decision, he/she will follow the process for appealing an academic decision outlined in the College Bulletin.

Candidate Information – Undergraduate

Registration

Clinical Experience Courses for INCH and INAD

EDUC 103

EDUC 203

EDUC 303

Clinical Experience Field Seminars:

The purpose of the seminars is to facilitate candidates' reflections on clinical experience and connections across coursework. Topics include foundational issues of meeting the needs of all students in inclusive classrooms in the context of the school system, beginning differentiated methods and technology. The final seminar serves as a point of synthesis and integration for concepts being learned in coursework and clinical experiences. Seminars are graded S/U.

Requirements: Candidates must have a grade of “C” or higher in all courses required for teacher certification and must maintain a GPA of 2.75 or higher to remain in the program.

Student Teaching Courses

Program	Course Number and Name (Credit Hours)
Undergraduate Childhood /Special Education (INCH)	EDUC 488, Student Teaching – Childhood (4) EDUC 498, Student Teaching –Special Education (4) EDUC 485, Student Teaching Seminar (1) EDUC 101, Issues in Health and Safety (0) EDUC 424, Education for Social Justice (3)
Undergraduate Adolescence /Special Education (INAD)	EDUC 489, Student Teaching – Adolescence (4) EDUC 499, Student Teaching – Special Education (4) EDUC 486, Student Teaching Seminar (1) EDUC 101, Issues in Health and Safety (0) EDUC 424, Education for Social Justice (3)

Candidate Information – Graduate

Registration

Clinical Experience Courses – Childhood Level

GCED 531

GSED 555

GCED 532

Clinical Experience Courses – Adolescence level

GAED 533

GAED 534

GSED 556

Student Teaching Courses

Program	Course Number and Name (Credit Hours)
Graduate Childhood / Special Education	GSED 585, Student Teaching Seminar (0) GSED 590, Student Teaching: Special Education and Childhood (6) GEDU 501, Issues in Health and Safety (0)
Graduate Adolescence / Special Education	GSED 586, Student Teaching Seminar (0) GSED 591, Student Teaching: Special Education and Adolescence (6) GEDU 501, Issues in Health and Safety (0)

Requirements: Candidates must have a grade of “C” or higher in all courses required for teacher certification and must maintain a GPA of 3.00 or higher to remain in the program.

New York State Certification Information

Testing and TEACH

Testing

- Start saving your \$\$ and keep informed of which tests are required for your program through the NYSED website: <http://www.nystce.nesinc.com/>
- Be aware of any testing changes! Speak with your advisor about the tests each semester.
- Each test - \$102.00 to \$300.00 – Plan ahead!

TEACH & Fingerprinting (see School of Education website under the *Certification* Tab)

- You are not required to be fingerprinted to student teach.
- You will be given instructions for applying for certification during student teaching.
- Upon applying for certification be aware that each certification costs \$50.00.
- All information for certification and links to the NYSED website can be found at <https://www.sjfc.edu/schools/school-of-education/certification/>

Code of Ethics

New York State Code of Ethics for Educators

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply

knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.